

LADY'S ISLAND ELEMENTARY

73 Chowan Creek Bluff
Beaufort, South Carolina 29907

GRADES PK-5 Elementary School

ENROLLMENT 325 Students

PRINCIPAL Mr. Terry G. Bennett 843-322-2240

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	60	23	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

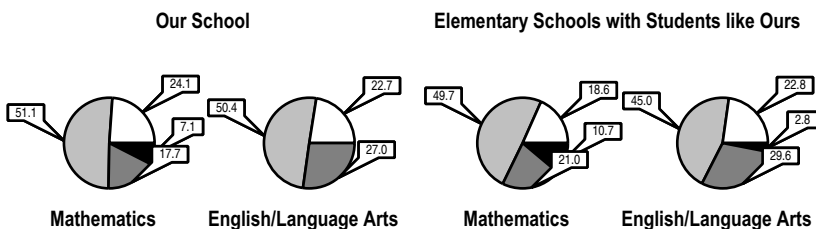
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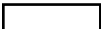
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	29	53	27
Percent satisfied with learning environment	96.4%	84.6%	88.9%
Percent satisfied with social and physical environment	96.6%	90.2%	96.2%
Percent satisfied with home-school relations	85.7%	88.2%	88.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	158	99.4	22.7	50.4	27.0	N/A	27.0	17.6
Gender								
Male	84	98.8	29.2	48.6	22.2	N/A	22.2	17.6
Female	74	100.0	15.9	52.2	31.9	N/A	31.9	17.6
Racial/Ethnic Group								
White	69	100.0	13.1	49.2	37.7	N/A	37.7	17.6
African-American	80	98.8	31.0	52.1	16.9	N/A	16.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	134	99.3	18.8	49.6	31.6	N/A	31.6	17.6
Disabled	24	100.0	41.7	54.2	4.2	N/A	4.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	158	99.4	22.7	50.4	27.0	N/A	27.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	158	99.4	22.7	50.4	27.0	N/A	27.0	17.6
Socio-Economic Status								
Subsidized meals	83	98.8	32.9	51.3	15.8	N/A	15.8	17.6
Full-pay meals	73	100.0	10.8	49.2	40.0	N/A	40.0	17.6

Mathematics								
All students	158	100.0	24.1	51.1	17.7	7.1	24.8	15.5
Gender								
Male	84	100.0	22.2	51.4	19.4	6.9	26.4	15.5
Female	74	100.0	26.1	50.7	15.9	7.2	23.2	15.5
Racial/Ethnic Group								
White	69	100.0	6.6	50.8	31.1	11.5	42.6	15.5
African-American	80	100.0	40.8	49.3	5.6	4.2	9.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	134	100.0	21.4	52.1	17.9	8.5	26.5	15.5
Disabled	24	100.0	37.5	45.8	16.7	N/A	16.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	158	100.0	24.1	51.1	17.7	7.1	24.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	158	100.0	24.1	51.1	17.7	7.1	24.8	15.5
Socio-Economic Status								
Subsidized meals	83	100.0	34.2	51.3	10.5	3.9	14.5	15.5
Full-pay meals	73	100.0	12.3	50.8	26.2	10.8	36.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	45	N/A	6.7	40.0	48.9	4.4	53.3
	Grade 4	39	N/A	31.6	47.4	21.1	N/A	21.1
	Grade 5	35	N/A	32.4	50.0	14.7	2.9	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	98.2	15.7	54.9	29.4	N/A	29.4
	Grade 4	43	100.0	12.8	56.4	30.8	N/A	30.8
	Grade 5	58	100.0	37.3	41.2	21.6	N/A	21.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	45	N/A	13.3	51.1	24.4	11.1	35.6
	Grade 4	39	N/A	28.2	53.8	15.4	2.6	17.9
	Grade 5	35	N/A	20.6	41.2	26.5	11.8	38.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	100.0	23.5	52.9	19.6	3.9	23.5
	Grade 4	43	100.0	10.3	51.3	23.1	15.4	38.5
	Grade 5	58	100.0	35.3	49.0	11.8	3.9	15.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 325)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.5%	Down from 5.3%	2.6%	2.4%
Attendance rate	93.6%	Down from 96.5%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	25.6%	Down from 33.3%	16.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Up from 1.5%	9.0%	8.0%
Older than usual for grade	0.6%	Down from 1.8%	1.0%	1.1%
Suspended or expelled	0.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	60.7%	Up from 34.8%	50.0%	50.0%
Continuing contract teachers	96.4%	Up from 87.0%	87.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.6%	Up from 81.3%	88.0%	86.2%
Teacher attendance rate	95.0%	Down from 95.6%	95.2%	95.3%
Average teacher salary	\$41,668	Up 15.3%	\$39,743	\$39,909
Prof. development days/teacher	13.1 days	Up from 9.8 days	11.3 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	20.1 to 1	Up from 15.0 to 1	19.1 to 1	18.9 to 1
Prime instructional time	86.4%	Down from 89.9%	89.8%	89.7%
Dollars spent per pupil*	\$7,237	Down 10.0%	\$5,830	\$5,892
Percent spent on teacher salaries*	53.2%	Down from 58.8%	65.6%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greetings to the parents, students, and community of Lady's Island Elementary School.

Another exciting year! It was our third full year as an arts-infused curriculum school, our second year as a school of choice, and our first year on the year round calendar; our teachers received over \$10,000 in grants; numerous students won local and state art and music contests and/or awards; we are the only elementary school in northern Beaufort County to offer full time dance and drama; we had over 110 students attend our school because of the school of choice status; we received a visit from the Carolina First Palmetto's Finest committee; we established a Pre-Excels program for our high achieving 1st and 2nd graders; we established a Pre-K/K multiage class for our high achieving Pre-K students; we established and/or expanded our gifted and talented programs to include dance and visual arts; and we had over 23,000 Accelerated Reader points earned by hard working students.

During the 2002-2003 school year the teachers and staff continued to work relentlessly on providing the students of our school with the best core curriculum available. Our drive to be the first fully implemented arts-infused curriculum school in Beaufort County has given the students, the teachers, and the school many opportunities for recognition. The teachers' drive to be the best has resulted in Lesley University setting up shop right here at LIES with 8 of our teachers graduating from this higher education program this past May.

Lady's Island Elementary School is a small, but growing school with an abounding history and bright future. The horizon before us is gleaming for several reasons: a powerful and effective instructional staff, involved parents, innovative programs, community connections and partnerships, and loving, caring students. This recipe is why we call Lady's Island Elementary School - Beaufort's Best Kept Secret.

We encourage members of the community to join our winning team at Lady's Island Elementary School. Without the additional support of the community our small school will not be able to rise to the top. Therefore we challenge everyone-parents, business partners, the arts community, retirees, and even former students-to come into the school and make our school the best it can be for our students!

Mr. Terry G. Bennett, Principal 2002-2003

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.